

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	<p>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<p>Place date stamp here.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2014 MAY -9 PM 12:08 Document Control Cent </p>
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information					
Organization name		County-District #	Campus name/#	Amendment #	
Silsbee ISD		100904	Edwards-Johnson Memorial Silsbee Middle School/		
Vendor ID #746002301	ESC Region #	US Congressional District #		DUNS #	
746002301	5	36		072196058	
Mailing address			City	State	ZIP Code
415 Hwy 327 W			Silsbee	TX	77656-4711
Primary Contact					
First name	M.I.	Last name		Title	
Dawn	A.	Helton		Instructional Technology Coordinator	
Telephone #	Email address			FAX #	
409-980-7816	dawn.helton@silsbeesd.org			409-980-7897	
Secondary Contact					
First name	M.I.	Last name		Title	
Sam	R.	Moore		Technology Director	
Telephone #	Email address			FAX #	
409-980-7899	Sam.moore@silsbeesd.org			409-980-7895	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Richard	J.	Bain	Superintendent
Telephone #	Email address		FAX #
409-980-7824	Richard.bain@silsbeesd.org		409-980-7897
Signature (blue ink preferred) Richard Bain		Date signed	

Richard J. Bain

5-7-14

Only the legally responsible party may sign this application.

701-14-107-043

Schedule #1—General Information (cont.)

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Once upon a time, "formal schooling" was about the three "Rs": Reading, Writing and Arithmetic. Although schools still teach the three "Rs", inarguably, the 21st century technology has forever changed the manner in which students access and process content. Students at Edwards-Johnson Memorial Silsbee Middle School (EJMSMS) desperately need access to technology both at school and in their home. The district currently owns licenses to a web-based writing resource titled *The Writing Coach*. This resource is currently available at EJMSMS to help facilitate the regular writing instruction. With a 60% economically disadvantaged student population, computers, Chromebooks and other devices are only a dream for most of the students. With the physical economic devastation of two major natural disasters - Hurricane Rita (2005) followed by Ike (2008), and the downswing in our local economy, it has become more challenging to acquire the needed resources for our students that will help them become competitors in this ever changing technological world. Similar to other school districts across the country, we have been forced to make decisions which have lessened opportunities for our students in all areas. The intent of applying for this grant is to ensure Edwards-Johnson Memorial Silsbee Middle School students' educational opportunities develop despite the district's decrease in technological resources. Considering the economic factors affecting our students and the lack of resources of an urban area, our students are at a disadvantage in the 21st Century college classroom and job market.

Marzano (2001) identifies five instructional practices that improve student performance; identifying similarities and differences, summarization, note-taking, quality feedback and meaningful practice/homework. Writing critically can effectively encompass all five of the practices stressed by Marzano (Cain, 2011). EJMSMS has targeted writing as an area of opportunity to improve their students' overall academic performance. *The Writing Coach*, a local resource, assists students in the development of writing skills by providing opportunities to practice skills, as well as obtaining immediate feedback on student work throughout the writing process. District teachers work in conjunction with the software to control the level of assistance given to the student. As the student develops, the teacher has the ability to control feedback until the composition is complete. *The Writing Coach* was developed through the research provided by English Language Arts and Reading gurus, Kelly Gallaher and Jeff Anderson. Due to economic constraints of providing technological resources for students, they have not been able to achieve their potential academic growth. The greatest obstacle has been the accessibility to this resource outside of school. *The Writing Coach* can be accessed at home or anywhere students have the technological resources. Providing technology in a student's home will allow students to be in their Zone of Proximal Development (Vygotsky, 1978), which is critical to developing academically prepared students that will be able to function and compete in this ever changing world. By providing resources and support to students in need, the district will be able to help students overcome many of the educational challenges that are currently in place because of the limited access to 21st century tools due to economic factors.

Our focus for this request is to provide the resources and internet access to seventh and eighth grade students, since this is a critical time in their writing development. Students will be able to develop their writing skills and improve their overall academic performance as measured by the STAAR Writing Test. Our plan will be to utilize funding to acquire 230 Chromebooks with 4G to loan to seventh and eighth grade students in English, based upon both economic and academic needs. The district will contract with Verizon Wireless, Inc. to provide internet access which is necessary to gain the feedback and support available through *The Writing Coach*. All of the documents created in this program are maintained in a student portfolio, allowing the student access throughout the educational career. Qualifying students will receive a Chromebook to utilize throughout the school year. Teachers would conduct periodic checks to monitor the Chromebooks. Teachers would submit requests to the district's technology staff for Chromebook maintenance. The Chromebooks will be monitored remotely using the Google Management Console purchased by the district. Chromebooks will also be covered under our district's insurance policy from North American Solutions, PCAT program. At the end of the school year, students would return the Chromebook to the teachers for inspection. In addition to the Chromebooks that will be loaned out the entire year to students, each of the four (4) Writing teachers will have a class set of Chromebooks for all students to use while they are in their classrooms with two wall cabinets for charging.

One goal of the district technology plan targets improving the integration of technology into instruction through the use of evolving technologies in instruction and providing training that focuses on this integration. A second goal targets providing all teachers and students with on-demand access to appropriate technology resources. This proposal would assist the district in providing Chromebooks to students where our local district budget has limited our achieving these goals.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 100904				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$26,400	\$	\$26,400	
Schedule #9	Supplies and Materials (6300)	6300	\$72,366	\$	\$72,366	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	
Total direct costs:			\$	\$	\$	
Percentage% indirect costs (see note):			N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$98,766	\$0	\$98,766	
Administrative Cost Calculation						
Enter the total grant amount requested:					\$98,766	
Percentage limit on administrative costs established for the program (15%):					× .15	
Multiply and round down to the nearest whole dollar. Enter the result.						
This is the maximum amount allowable for administrative costs, including indirect costs:					\$14,814	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 100904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Verizon Wireless Service		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: Supply Wireless Access to students outside of school		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$26,400
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$26,400

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 100904

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 100904		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$26,400	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$26,400	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$26,400	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 100904				Amendment number (for amendments only):			
Expense Item Description							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		\$0	
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	HP Chromebooks11 4GLite	Student Use	230	\$299	\$72,366	
	2	Ergotron Charging Wall Mount	Charging Chromebooks	8	\$899		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software— Not Capitalized						
6399	Supplies and materials associated with advisory council or committee					\$	
Subtotal supplies and materials requiring specific approval:						\$	
Remaining 6300—Supplies and materials that do not require specific approval:						\$	
Grand total:						\$72,366	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 100904		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$0
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$0
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance Insurance for Lending Equipment: North American Solutions, PCAT		District Paid
6490	Indemnification compensation for loss or damage		\$0
6490	Advisory council/committee travel or other expenses		\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$0
Remaining 6400—Other operating costs that do not require specific approval:			\$0
Grand total:			\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 100904			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	
3			\$	\$	
4			\$	\$	
5			\$	\$	
6			\$	\$	
7			\$	\$	
8			\$	\$	
9			\$	\$	
10			\$	\$	
11			\$	\$	
66XX/15XX—Technology software, capitalized					
12			\$	\$	
13			\$	\$	
14			\$	\$	
15			\$	\$	
16			\$	\$	
17			\$	\$	
18			\$	\$	
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	
20			\$	\$	
21			\$	\$	
22			\$	\$	
23			\$	\$	
24			\$	\$	
25			\$	\$	
26			\$	\$	
27			\$	\$	
28			\$	\$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	
Grand total:				\$0	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 100904										Amendment # (for amendments only):					
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.															
Total enrollment:															
Category	Number	Percentage	Category										Percentage		
African American	88	N/A	Attendance rate										96.18%		
Hispanic	31	N/A	Annual dropout rate (Gr 9-12)										0%		
White	317	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)										N/A		
Asian	4	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)										N/A		
Economically disadvantaged	260	60%	Students taking the ACT and/or SAT										N/A		
Limited English proficient (LEP)	2	%	Average SAT score (number value, not a percentage)										N/A		
Disciplinary placements	115	25.7%	Average ACT score (number value, not a percentage)										N/A		
Comments															
Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public									232	215					447
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:									232	215					447

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Schedule #13—Needs Assessment

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Silsbee Independent School District has a large percentage of students from low income homes. Recent data has demonstrated that 60% of the Silsbee Independent School District student population comes from economically disadvantaged homes. This creates an extraordinary challenge for the district to produce graduates that are college and career ready, as required by College and Career Readiness Standards set for Texas' students. Although the State of Texas has established an emphasis on preparing our students for college, Silsbee Independent School District's students have struggled to develop academically to become successful at the collegiate level. The district's students have historically not performed as well as the Texas average student on the SAT and the ACT. The following table demonstrates the comparison of Silsbee students to the state averages in the past couple of years:

	Silsbee students' average	Texas students' average
2012 SAT	1331	1422
2011 SAT	927	976
2012 ACT	19.2	20.5
2011 ACT	20.0	20.5

This data indicates a downward trend in college entrance exams from 2011 to 2012 while the state average remained constant for the ACT. As indicated in the previous data, both SAT and ACT scores have declined recently.

Silsbee freshman students struggled on the most recent state assessment on their End of Course exams for English I compared to the state averages. Silsbee had 52% of their freshman pass the writing portion of the test as compared to the state's passing rate of 55%. This may not seem significant initially; however, the combination of this challenge, the economic status of the students in the district and the historical challenges of College preparatory exams will produce a ripple effect that will continue to grow as they progress through their high school years.

The following table reflects the comparison of Silsbee ISD 7th graders to the state averages on the STAAR Writing Test:

7 th Grade STAAR	Silsbee students' average	Texas students' average
2013 STAAR Writing	55%	71%
2012 STARR Writing	63%	73%
2011 STARR Writing	19.2	20.5

The downward trend in seventh grade writing scores has made the district intervene with a writing plan that addresses meeting the needs of the 21st century learner. Upon further review, the data shows that Hispanic students' average was 45% and African-American students' average was 39%. Both of these subpopulations are also a large portion of the economically disadvantaged students that this program is geared to assist.

This technology lending project would provide students with the much needed support at a critical time in their writing skill development. In providing these resources to students most in need, Silsbee ISD has the potential to reduce the "Matthew Effect", a term of Keith Stanovich and the "Digital Divide", a term of Lloyd Morrisett. The "Matthew Effect" reflects students that do not develop vocabulary and other literacy skills due to the student's gap in access to acquiring text in the home. Stanovich's research demonstrates how students from limited environments continue to struggle throughout their school career due to their limited access to adequate resources. The "Digital Divide" is the difference in opportunities available to people who have access to informational technology and those who do not have access. With the aid of this grant, Silsbee Independent School District will be able to provide home access, a level of support which is in dire need for more than half of the student population. In essence, Silsbee ISD will help these students overcome many of the educational obstacles they have endured throughout their school years.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Student Economic Need 55% of the Silsbee ISD student population comes from economically disadvantaged homes.	The Grant Program would provide a Chromebook 4G and internet access to those students who are economically disadvantaged and who do not have a device or internet access.
2.	Student Academic Need Edwards-Johnson Memorial Silsbee Middle School 7 th grade writing scores averaged 55% as opposed to the Texas average of 71%.	The Grant Program would provide assistance with writing using <i>The Writing Coach</i> , a local resource that assists students in the development of writing skills by providing opportunities to practice skills, as well as obtaining immediate feedback on student work throughout the writing process.
3.	Student Need for Education Equity Many students do not have access to the internet because they come from economically disadvantaged home or their home is in a rural area that does have internet access	The Grant Program would provide internet access to students in need. By providing resources and support to students in need, the district will be able to help students overcome many of the educational challenges that are currently in place because of the limited access to 21st century tools due to economic factors.
4.	Silsbee ISD Need for Compliance with the Children's Internet Protection Act	The Chromebooks will access the internet through a proxy server (the district's filter) ensuring that all internet traffic generated on the Chromebooks is filtered regardless of the device's physical location. The Silsbee ISD filter will ensure that our district remains compliant with the Children's Internet Protection Act.
5.	Silsbee ISD Financial Need	The Grant Program would provide Silsbee ISD with the funds needed to accomplish the student needs listed by loaning the students resources and support to assist them in overcoming the many educational challenges they face.

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Schedule #14—Management Plan

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Dawn Helton	As Instructional Technology Coordinator for Silsbee ISD, Dawn Helton has led the district with the implementation of various technology initiatives. She has been awarded and has managed many grants for Silsbee ISD. She leads professional development in technology for district teachers.
2.	Sam Moore	Sam Moore holds a bachelor's degree in Computer Science from Baylor University. He was responsible for troubleshooting wireless network issues as an employee of the Baylor ITS networking department. As Technology Director of Silsbee ISD, he is responsible for managing all servers and Cisco networking equipment, and oversees the technology department staff.
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Silsbee ISD will increase staff use and understanding of integrating technology.	1. Chromebook Training for Teachers	6/23/2014	5/6/2015
		2. Instructional Applications for Chromebooks	10/11/2014	10/11/14
		3. Follow-up Reflections for Teachers	11/07/2014	4/10/2015
		4. Final Reflections for Teachers	5/18/2015	5/20/2015
		5. Repeat for Year 2	6/20/2015	5/20/2016
2.	Silsbee ISD will identify students in need of devices at home.	1. Survey students in grades 7 and 8	10/01/2014	10/02/2014
		2. Compile Results	10/02/2014	10/02/2014
		3. Caregiver and Student Orientation	10/27/2014	10/30/2014
		4. Student Chromebook Training	10/27/2014	10/30/2014
		5. Repeat for Year 2	9/3/2015	5/20/2016
3.	Silsbee ISD Technology Department will supply technical support.	1. Order Chromebooks and Cabinets	10/01/2014	10/01/2014
		2. Inventory Chromebooks	10/20/2014	10/24/2014
		3. Install Google Management Console	10/20/2014	10/24/2014
		4. Technical Support Throughout the Year	10/01/2014	5/20/2016
		5.		
4.	Technology integration will increase students' academic performance.	1. First Instructional Assignment	11/03/2014	11/03/2014
		2. Daily Writing Assignments Begin	11/03/2014	5/20/2015
		3. Cross-curricular Writing Assignments Begin	12/2/2014	5/20/2015
		4. Research Project	1/05/2015	4/24/2015
		5. Repeat for Year 2	9/9/2015	5/20/2016
5.	Students will evaluate their personal academic growth.	1. Initial Student Reflection	10/1/2014	10/03/2014
		2. Mid-Term Student reflection	1/05/2015	1/08/2015
		3. Final Student Reflection	5/19/2015	5/21/2015
		4. Check-in Chromebooks	5/20/2015	5/21/2015
		5. Repeat for Year 2	9/9/2015	5/20/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Silsbee ISD has a district improvement plan, a technology plan and each school has campus improvement plans. Plan4Learning is used by the district. Plan4Learning assists in bridging the gap between planning and practice, helping campuses to develop a common vision, identify needs, see connections between reform strategies, and determine how those strategies impact results. It includes built-in checklists for legal requirements and updates, goal tracking features and links connecting goals and strategies with expenditures.

DMAC solutions are used to disaggregate student data on state assessments and local assessments which include unit tests and benchmarks. Teachers are constantly monitoring student progress doing data digs using DMAC. CIA (Curriculum, Instruction and Assessment) notebooks are kept by each teacher on all students.

Curriculum teams meet for audit, review and measure. Goals and objectives are adjusted based on data from all these sources. Changes are discussed at department meetings, staff meetings, and with the curriculum team. Parents and community members are kept informed using email, the school website, and school newsletters.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Silsbee High School and EJMSMS recently acquired *The Writing Coach* program to address areas of concern in writing for our students. Silsbee ISD will use this resource in all the middle school and high school English courses this next year to improve our students' writing abilities. At the present time, only those students that have the availability of internet access and technology resources at home are able to use *The Writing Coach* outside of school.

In addition to the electronic techbooks used for Writing, EJMSMS have adopted electronic techbooks for Math and Science in grades 6-8. Students in the lending program would be able to use the devices in Math and Science along with their other subjects.

In order to maximize effectiveness, we will also coordinate with our Homebound program to ensure that these students with needs will be included in the program to address writing skills development. They currently do not have access to any of the school resources other than the ones the Homebound teacher provides. The lending program will offer support to our homebound students to assist their academic performance.

Silsbee High School piloted a technology lending program. Problems that were encountered have been alleviated and the lending program for EJMSMS will be more successful because of the pilot.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	Student Use of Equipment	1. Student activity indicated through <i>The Writing Coach</i> Program
		2. Teacher monitoring daily student use
		3. Administrative walkthroughs documenting student use of equipment
2.	Student Performance	1. Composition performance in <i>The Writing Coach</i>
		2. Research paper performance
		3. STAAR 7 th Grade Writing Test performance
3.	Student Perception	1. Percentage of completed assignments
		2. Student reflection activities at the end of each semester
		3.
4.	Teacher Perception	1. Teacher training, meetings and informal feedback
		2. Teacher reflection activities at the end of each six weeks
		3.
5.	Administrator Perception	1. Administrator meetings and informal feedback
		2. Administrator reflection at the end of the project
		3.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Edwards-Johnson Memorial Silsbee Middle School English teachers involved in the project will provide unit assessment data and student usage data at the end of each six weeks using DMAC along with data from the Writing Coach. The evaluation team, consisting of the coordinator and the district curriculum specialists, will evaluate the usage data each six weeks and provide feedback to the teachers regarding observations from the data. Student attendance data will be extracted from Skyward, the district student information system, and a correlation to performance will be determined.

If the data shows that a student is not using the equipment for the intended purpose, the evaluation team will discuss this concern with the teacher, the student, and the caregivers to ensure the use of the equipment was not a hindrance. If the performance data at the end of each six weeks indicates that a participating student is not performing at the same rate as other students in the course, the teacher will provide information to justify the student maintaining their participation. If no justification is available, the coordinator will meet with the teacher, the student and the parents or caregiver of the student to discuss the student's performance and their participation in the project.

The teachers will provide their reflection data from the beginning of the project and the end of each six weeks to the grant coordinator. The evaluation team will evaluate the changes in the perceptions of the teachers and administrators regarding the use of technology in this project. The evaluation team will meet with the teachers at the end of each six weeks to analyze the data to determine if more intervention is needed for individual students. They will identify students that are not progressing academically at the same rate as other students not in the project. The teachers will meet with these students individually to discuss intervention opportunities such as morning tutorials.

Teachers will also provide the students' reflection responses to the grant coordinator at the end of each semester. The grant coordinator will meet with the teachers at the end of each six weeks to evaluate the changes in the students' perceptions of the use of technology in learning. All of this information will be included in the information presented to the school board at the end of the project.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edwards-Johnson Memorial Silsbee Middle School adopted English textbooks from Prentice Hall. An online resource titled, *The Writing Coach*, came with the adoption. Our students use this resource to assist with the development of writing skills. Our students have shown modest growth. Many of the students that need the most assistance are not able to access *The Writing Coach* outside of school. Silsbee ISD proposes to offer Chromebooks with 4G to qualifying students so that the students can access the resource away from school. In this proposal, Silsbee ISD will purchase 230 Chromebooks to loan to qualifying seventh and eighth grade students. Seventh and eighth grade English students will complete a Google survey at the beginning of the application process to ascertain need. The qualifications for students to receive the resources include in the following order:

1. Eighth graders needing remediation and identified as economically disadvantaged
2. Seventh graders needing remediation and identified as economically disadvantaged
3. Eighth graders that are identified as economically disadvantaged
4. Seventh graders that are identified as economically disadvantaged
5. Any other eighth graders that do not fit the previous categories yet still have a need.

Resources will be distributed in order of this ranking.

These students will be issued a Chromebook at the beginning of the grant to be used throughout the school year. To ensure continuity of instruction, teachers of all of these students will have a set of Chromebooks for all students to use during the school day. Teachers of these students will also be issued a Chromebook purchased by Silsbee ISD to further ensure continuity. Eight Ergotron charging cabinets will be purchased for the classrooms to charge Chromebooks loaned to students at school who may have a computer or internet service at home but do not have a device at school.

The district will contract with Verizon Wireless, Inc. to provide internet access for the Chromebooks in this project. The district will utilize the Google Management Console which will be purchased by the district to force the Chromebooks to access the Internet through a proxy server (the District's Internet filter). The Chromebooks will be forced to use the proxy whether the devices are on-site or off-site, ensuring that all internet traffic generated on the Chromebooks is filtered regardless of the device's physical location. The Silsbee ISD filter will ensure that our district remains compliant with the Children's Internet Protection Act. The district currently uses Verizon Wireless, Inc. for other cellular services. This would add to our current status as opposed to implementing a new situation.

Our district has already provided staff development with Jeff Anderson who is a trainer for *The Writing Coach*. This summer (2014) teachers will be provided with staff development entitled "Get Your Google On" to assist them with using the Chromebooks. The last 21 days on school on May of 2014, all teachers will participate in the "21 Day Google Challenge" which will teach on *Tech Tidbit* about Google Drive each day. In the 2014-2015 school year and the 2015-2016 school year, teachers will participate in ongoing training using *The Writing Coach*, Google Docs, and Chromebooks, and the new online Math and science interactive techbooks. All of this training will be provided by the district.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 100904

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Silsbee ISD has made a commitment to providing technology for our students. It has been a slow process due to budget constraints. Most of our technology devices are purchased with local funds. At the present time, we have a technology lending program at Silsbee High School. If this grant is awarded, Edwards-Johnson Memorial Silsbee Middle School will be able to provide devices to middle school students based on need. At the present time EJMSMS has a "Bring Your Own Device" (BYOD) policy. Some students bring their own devices. As the number of devices increase, Silsbee ISD hopes to one day be closer to lending devices to all students in need. All of our Instructional Materials Allotment and some of our local funds were used to purchase interactive online student editions in math for grades K-8 and science for grades K-12. The online student editions increase the need to lend devices and provide internet access to students to decrease the "Digital Divide" (Morrisett, 2001) and give all students the opportunity to reach their fullest potential.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 100904

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One goal of the district technology plan targets improving the integration of technology into instruction through the use of evolving technologies in instruction and providing training that focuses on this integration. A second goal targets providing all teachers and students with on-demand access to appropriate technology resources. This proposal would assist the district by providing Chromebooks to students where the local district budget has limited our achieving these goals.

The district technology plan addresses utilizing technology to enhance the learning process and promote improvement in the overall academic success of students. The district strives to have 100% of the teachers integrating technology into instruction which includes electronically delivered materials. The district also strives to provide 100% of our students with access to and use of technology resources to enhance learning. EJMSMS has limited device availability during the school day for students. The computer student ratio is 1:4. The technology lending program will enable qualifying students to have technology access at home and at school by providing them with a device and internet access they need to further utilize programs that are already in place and increase the possibilities for these students.

Providing technology in a student's home will allow students to be in their Zone of Proximal Development (Vygotsky, 1978), which is critical to developing academically prepared students that will be able to function and compete in this ever changing world. By providing resources and support to students in need, the district will be able to help students overcome many of the educational challenges that are currently in place because of the limited access to 21st century tools due to economic factors.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 100904

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Silsbee ISD has determined that the seventh and eighth grades at Edwards-Johnson Memorial Silsbee Middle School would be the most appropriate group to address due their historical academic challenges. From 2010-2012, the campus was rated unacceptable by TEA. The rigor of the new state test and the difficulties in providing home-supported resources to our students for the district have only added to the adversity that this campus faces to properly prepare students for college or a career. Silsbee has one middle school which will be the only campus affected by this project. The district will provide the Chromebooks to students based on the level of need both academically and financially.

This project will provide internet access through the use of Chromebooks with 4G. The district will use Verizon Wireless services to provide internet access for the Chromebooks in this project. The district will utilize the Google Management Console which will be purchased by the district to force the Chromebooks to access the Internet through a proxy server (the District's Internet filter). The Chromebooks will be forced to use the proxy whether the devices are on-site or off-site, ensuring that all Internet traffic generated on the Chromebooks is filtered regardless of the device's physical location. The Silsbee ISD filter will ensure that our district remains compliant with the Children's Internet Protection Act. The district currently uses Verizon Wireless, Inc. for other cellular services. This would add to our current status as opposed to implementing a new situation.

Students will fill out a Google survey assessing their current technology devices and their use of technology at home and at school to indicate those students in need of a device and residential access to the internet. Based on the responses, students will be rank-ordered based on the following criteria:

1. Eighth graders needing remediation and identified as economically disadvantaged
2. Seventh graders needing remediation and identified as economically disadvantaged
3. Eighth graders that are identified as economically disadvantaged
4. Seventh graders that are identified as economically disadvantaged
5. Any other eighth graders that do not fit the previous categories yet still have a need.

Resources will be distributed in order of this ranking.

By providing resources and support to students in need, the district will be able to help students overcome many of the educational challenges that are currently in place because of the limited access to 21st century tools due to economic factors.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 100904

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently owns licenses to a web-based writing resource software titled *The Writing Coach*. This resource is currently available at Edwards-Johnson Memorial Silsbee Middle School and Silsbee High School to help facilitate the regular writing instruction. *The Writing Coach* is aligned with the Writing TEKS.

Marzano (2001) identifies five instructional practices that improve student performance; identifying similarities and differences, summarization, note taking, quality feedback and meaningful practice/homework. Writing critically can effectively encompass all five of the practices stressed by Marzano (Cain, 2011). EJMSMS has targeted writing as an area of opportunity to improve their students' overall academic performance. *The Writing Coach*, a local resource, assists students in the development of writing skills by providing opportunities to practice skills, as well as obtaining immediate feedback on student work throughout the writing process. District teachers work in conjunction with the software to control the level of assistance given to the student. As the student develops, the teacher has the ability to control feedback until the composition is complete. *The Writing Coach* was developed through the research provided by English Language Arts and Reading gurus, Kelly Gallaher and Jeff Anderson. Due to economic constraints of providing technological resources for students, they have not been able to achieve their potential academic growth. The greatest obstacle has been the accessibility to this resource outside of school. *The Writing Coach* can be accessed at home or anywhere students have the technological resources. Providing technology in a student's home will allow students to be in their Zone of Proximal Development (Vygotsky, 1978), which is critical to developing academically prepared students that will be able to function and compete in this ever changing world. By providing resources and support to students in need, the district will be able to help students overcome many of the educational challenges that are currently in place because of the limited access to 21st century tools due to economic factors.

EJMSMS is a Bring Your Own Device B.Y.O.D. campus. Teachers have been able to integrate technology throughout the curriculum. Some students have devices. Students without devices share with a student who has a device. Students and teachers are comfortable with the use of the devices in the classroom. This grant will enable EJMSMS to loan students Chromebooks that do not have a device or internet access at home. The grant will also enable EJMSMS to loan devices to students who have desktop computers and internet access at home but do not have a portable device to use while at school.

Our focus for this request is to provide the resources and internet access to seventh and eighth grade students, since this is a critical time in their writing development. Students will be able to develop their writing skills and improve their overall academic performance as measured by the STAAR Writing Test. Our plan will be to utilize funding to acquire 230 Chromebooks with 4G to loan to seventh and eighth grade students in English, based upon both, economic and academic needs. Silsbee ISD will contract with Verizon Wireless, Inc. to obtain internet access necessary to gain the feedback and support available through *The Writing Coach*.

The intent of applying for this grant is to ensure Edwards-Johnson Memorial Silsbee Middle School students' educational opportunities develop despite the district's decrease in technological resources. Considering the economic factors affecting our students and the lack of resources of an urban area, our students are at a disadvantage in the 21st Century college classroom and job market.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 100904

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Writing Coach is being used for writing at Edwards-Johnson Memorial Middle School and Silsbee High School. Edwards-Johnson Memorial Middle School has one computer lab that students use to work in *The Writing Coach*. *The Writing Coach* is one of the first online interactive techbooks that Silsbee ISD has utilized. However, with limited time on computers for our students, significant growth has not been realized. If students at EJMSMS had daily use of devices for writing, growth would be achieved.

In addition to the electronic techbooks used for Writing, EJMSMS has adopted electronic techbooks for Math and Science in grades 6-8 for 2014-2022. Students in the lending program would be able to use the devices in Math and Science along with their other subjects.

Additionally, EJMSMS has a Media Arts class that works with the core teachers to produce media that can be used by the core teachers.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 100904

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014–December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Silsbee Independent School District has already provided many hours of professional development for our teachers and administrators on the integration of technology. Administrators currently use tablets for instructional walkthrough observations and other administrative tasks. Teachers use tablets to enhance their instruction. The district provided a writing training conducted by Jeff Anderson for teachers titled, "Ten Things Every Writer Needs to Know" on 8/14/2012. Jeff Anderson is one of the writers of *The Writing Coach*. As the district moves to Chromebooks and Google Drive, the end of this year and the summer will be filled with Google Drive professional development. The district instructional technology coordinator will provide the following professional development on the use and benefit of Google Drive and Chromebooks.

- | | |
|---|-----------|
| 1. Google 21 Day Challenge | 5/12/2014 |
| 2. Get Your Google On (Using Chromebooks) | 6/13/2014 |
| 3. Get Your Google On (Using Chromebooks) | 6/25/2014 |
| 4. Get Your Google On (Using Chromebooks) | 6/27/2014 |

The district instructional technology coordinator will provide the following training after the grant is awarded:

- | | |
|--|---------------|
| 1. Technology Benefits of Chromebooks in Learning for Administrators | 10/01/2014 |
| 2. Instructional Applications for Teachers | 10/11/2014 |
| 3. Caregiver and Student Orientation | 10/27-30/2014 |
| 4. Student Chromebook Training | 10/27-30/2014 |

These professional development activities have and will be provided as part of the district's continuous efforts to ensure technology integration training for all staff as identified in the district's technology goals.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's technology department has three technicians available to process and solve minor issues with the Chromebooks. Each campus of the Silsbee Independent School District is interconnected with at least a 1 GB fiber network connection to the district's core network switch, with some campuses having connection speeds as high as 10 GB. This network allows each campus to share the district's 50 MB Internet connection, which is sufficient when coupled with the district's content caching servers that reduce overall Internet bandwidth utilization. 100% of each campus is covered by the district's 802.11a/b/g wireless network, and the district plans to upgrade the wireless infrastructure to 802.11ac, beginning with EJMSMS.

Devices are able to use the district's internet content filter as a proxy server whether on-site or off-site, allowing devices to be filtered regardless of their physical location, thereby maintaining the district's CIPA compliance. The district's technology team consists of four individuals with various degrees and certifications who are able to diagnose and resolve issues with the network and with the Chromebooks.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 100904

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will use Verizon Wireless services to provide internet access for the Chromebooks in this project. The district will utilize the Google Management Console which will be purchased by the district to force the Chromebooks to access the internet through a proxy server (the District's Internet filter). The Chromebooks will be forced to use the proxy whether the devices are on-site or off-site, ensuring that all internet traffic generated on the Chromebooks is filtered regardless of the device's physical location. The Silsbee ISD filter will ensure that our district remains compliant with the Children's Internet Protection Act. The district currently uses Verizon Wireless, Inc. for other cellular services. This would add to our current status as opposed to implementing a new situation.

Funding for year two internet access will be partially paid for through e-rate and partially paid through district funds.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Silsbee ISD has a Technology Director, a Network Administrator, an Instructional Technologist, two technicians and a student worker. The entire technology team will assist with preparation of the devices, inventory, parent and student orientation, student check-out and check-in.

The Instructional Technologist, along with the teachers, will assist students with using the Chromebooks. The technicians will assist students with technical issues. The Technology Director and Network Administrator will ensure internet connectivity.

Eduphoria helpdesk work requests by teachers for students will allow the district to monitor the use and maintenance of the Chromebooks. The Silsbee ISD Technology Department will troubleshoot problems and resolve issues involving the Chromebooks. Eduphoria is a resource that the district has invested in to enable management of multiple administrative areas.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 100904

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Silsbee ISD Technology Department will use Eduphoria to monitor the inventory of the Chromebooks checked-out to students. The Chromebooks will be checked-out to students after the completion of the student/parent/caregiver orientation and training. Students will be issued the Chromebook using Eduphoria by the Silsbee ISD Technology Department. Check-in will take place in May by the Silsbee ISD Technology Department.

The Instructional Technology Coordinator will be in charge of the survey of student need based on the following criteria:

1. Eighth graders needing remediation and identified as economically disadvantaged
2. Seventh graders needing remediation and identified as economically disadvantaged
3. Eighth graders that are identified as economically disadvantaged
4. Seventh graders that are identified as economically disadvantaged
5. Any other eighth graders that do not fit the previous categories yet still have a need

Resources will be distributed in order of this ranking.

Silsbee Independent School District will use the Google Management Console purchased by the district to configure and monitor the Chromebooks. This management solution will provide the grant coordinator and the district technology department the ability to track movement of Chromebooks and manage them remotely.

Each six weeks, the teachers will conduct a visual check of the Chromebooks. This data will be sent to the technology department to be placed into Eduphoria. This will allow the district to monitor the use and maintenance of the Chromebooks. Eduphoria is a resource that the district has invested in to enable management of multiple administrative areas.

Eduphoria helpdesk work requests by teachers for students will allow the district to monitor the use and maintenance of the Chromebooks. The Silsbee ISD Technology Department will troubleshoot problems and resolve issues involving the Chromebooks.

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The Instructional Technologist, along with the teachers, will assist students with using the Chromebooks. The technicians will assist students with technical issues. The Technology Director and Network Administrator will ensure internet connectivity.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 100904

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Silsbee Technology Department will use Eduphoria to monitor the inventory of the Chromebooks checked-out to students. Students will be issued the Chromebooks through Eduphoria. Each six weeks teachers will visually check the tablets, and this data will be sent to the technology department to be placed into Eduphoria. Silsbee Independent School District will purchase the Google Management Console to configure and monitor the Chromebooks. This management solution will provide the grant coordinator and the district technology department the ability to manage them remotely. The management solution also provides the ability to remotely control the Chromebook to prevent inappropriate applications from being placed on the Chromebook. There will be a white list of apps that students can install. Students will be able to request apps not on the whitelist and a team of administrators will either approve or deny the app. Eduphoria helpdesk work requests by teachers for students will allow the district to monitor the use and maintenance of the Chromebooks. Eduphoria is a resource that the district has invested in to enable management of multiple administrative areas. The Chromebooks will be covered under the district's current insurance policy with North American Solutions, PCAT. This policy covers laptops and other handheld devices that are subject to damage from being portable.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has worked with other local districts to develop an agreement for students to bring their own devices which incorporates our district's Acceptable Use Policy. The district modified this agreement to incorporate the condition of lending equipment to students. The agreement addresses responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet.

The district will provide an orientation for students, parents, and or caregivers. After the orientation, training will be provided to the students. Digital Citizenship is an ongoing Tech App TEKS that students have been required to master at each grade level. Digital Citizenship will also be part of the orientation and training. Only students that participate in the orientation and the training will receive a Chromebook after the student, the parent, or the caregiver sign the Technology Lending Agreement. If the student, parent or caregivers are not able to attend the scheduled meeting, they will be offered an individual opportunity to meet with a district trainer to ensure that the student is properly aware of the Chromebooks use and restrictions.

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